



## **UNIVERSITY OF GONDAR**

**College of Business and Economics Department of Management**

### **THE EFFECTS OF TRAINING ON EMPLOYEE'S PERFORMANCE: THE CASE OF SOUTH GONDAR ZONE CIVIL SERVICE SECTORS**

**A Thesis submitted to the Department of Management, University of Gondar, in  
Partial Fulfillment of the Requirement for the Award of a Masters Degree in  
Business Administration.**

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## APPROVAL

The undersigned certify that they have read and hereby recommend to the University of Gondar to accept of the Thesis submitted by Eyasu Asres, and entitled “Effects of training on employee’s performance: The case of South Gondar Zone civil service Sectors” in partial fulfillment of the requirements for the award of a Master’s Degree in Business Administration.

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## DECLARATION

I, **Eyasu Asres**, Registration Number/ I.D. Number *GUS/7146/05* do here by declare, that this thesis is my original work, and that it has not been submitted, partial or in full, by another person for an award of a degree in any other university.

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## **ACRONYMS**

CSB	Civil Service Bureau
CSRP	Civil Service Reform Program
GTP	Growth and Transformation Plan
HRD	Human Resource Development
HR	Human Resource
HRM	Human Resource Management
TNA	Training Need Assessment
SGZA	South Gondar Zone Administration

## ABSTRACT

*This study, sought to investigate the “Effect of Training on the Performance of Employees at South Gondar Zone civil service sectors”. This research was a case study based on descriptive approach. The populations of the study considered were 727 permanent employees working at South Gondar Zone civil service sectors. From these, 258 respondents were selected using purposive and stratified methods sampling techniques, and 246 were properly filled and returned. Qualitative and quantitative data analysis techniques were used. Questionnaire and interviews were the data collection instruments. It was also found that, the trainee selection criteria’s were found to be blurred and unfair. Moreover, the training contents provided, especially the tactical training part were not easily transferred to the actual work situation. In the other side, employees were participated in at least one time in training activities of the organization. Besides, the survey result and the interview conducted with officials did show that, the training delivered for employees of the organization helped them to receive the necessary knowledge and skills and enhances their performance. In addition to that, the management asks requisition of feedback from trainees after training and the training delivery method is also good according to employee participants. And it was also found that, there is direct correlation between training and performance or training has a positive effect on employees’ performance. In order to be successful in service delivery, South Gondar Zone civil service sectors need to, make the training systematic, develop appropriate and fair trainee selection criteria, use of the on- the-job training, assuring training transferability, disclosing training policy to all employees, evaluating the training program in order to assess its effectiveness.*

**Key words:** Training, Performance, Employee performance

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the study**

Human resource management is the planning, organizing, directing, controlling of the procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organizational and societal objectives are accomplished (Aswathappa, 2005). This idea is reaffirmed by Bowin (2001) that employee training becomes an increasingly important because of the pressures to reduce costs, increase productivity, tackling global competition, to retain the expensive work force, to reduce work force turn over, to respond quickly to changing conditions and workplace diversity issues, etc. This phrase clearly shows the paramount importance of training as a key factor in improving the levels of organizational productivity, building employees' morale positively and reducing organizational overhead costs.

With Regard to employee training in Ethiopian civil service organizations, the importance of training and development of civil servants was clearly depicted in the regulation ratified in 1962 to establish the Central Personnel Agency (CPA), a body which was responsible for civil servants of the country (Negrit Gezeta, 1962, No 28). The proclamation stated the importance of training and development of civil servants aimed at providing effective and efficient public services to the society. However, human resource training in Ethiopia, had gotten due emphasis since 1991, after the downfall of the Derg regime. In 1994 Ethiopian government set the training policy aiming at developing the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all. And bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education.

The Civil Service Reform Program (CSRP) was introduced in 1998, in parallel with the first phase of decentralization to the regions. CSRP included several components, one of

which was related to improving the human resource management practices. In line with this, each government organizations has the responsibility to develop the capacity and potential of all its employees irrespective of their status through training and education by identifying training needs of the organization and preparing the necessary plan and budget for training programs. However, Ethiopian civil servants have limited capacity in providing service to the public.

According to EU (2013), Ethiopian civil servant Capacity constraints are crosscutting and affect the public sector and private sector. One of such public sector organizations in Ethiopia was Civil service or the former Capacity building, which was the focus of this study. It has been observed that from last decade the sector has been fast growing and plays a vital role as a coordination office of other public sectors in Ethiopia and in very short span lots of organizational changes occurred in this sector, which resulted in increasing demand for well trained and developed human resource. The centrality of training and its effectiveness related practices and its manifestations informed studies must be held in order to make administrators at different level to identify the core competencies that defined employ performance and then to manage them efficiently, whatever their particular positions or responsibilities.

## **1.2. Statement of the Problem**

Nowadays, developing countries like Ethiopia has given emphasis on providing training for government employees. However, inadequate needs assessment, outdated training and development methods, unequal access to training opportunities, inadequate opportunities for career growth are some of the areas which results dissatisfaction with training practices and affects the effectiveness of training (Hooi, 2007). These problems later can lead to resistances of employees in taking future assignments, decrease the employee morale and commitment and increase in employee turnover. In Ethiopia, there are dissatisfaction of the public due to public servants inadequate capacity, and lack of accountability, efficiencies, effectiveness and inability to reach customers' preferences and ineffective training programs (CSB, 2012/13).

Over the years, Civil service as a public organization has been allocating huge sums of money towards training of its employees to build their capacity for performing their job

functions effectively. In spite of this, civil service is still confronted with challenges in the area of the effective performance of their staff in the provision service to the public efficiently and effectively (ANRS Civil service, 2012/2013 report). The inability of providing service leads to high complaints of customers for lack of the services which affect the life of the citizens.

As to the preliminary survey conducted by the researcher with human resource head, and as a member of the institution have so many opportunities to attend various trainings and brief interaction with some employees did show that, the department managers are unaware whether the training provided to their employees of the sector is effective in terms of improving their job performance or not (Human resource department, 2015). In addition, the HR department head confirmed that, as they lack a formal mechanism for assessing effectiveness of the training that they are providing to their employees. Thus, the above facts and suggestions calls to conduct further research. Therefore, this research tried to investigate the effect of training on employee performance within the Civil service department.

### **1.3. Objectives of the Study**

#### **1.3.1 General objective of the study**

The general objective of this research is to investigate the effect of training on employee performance at South Gondar Zone Civil Service sectors.

#### **1.3.2 Specific objective**

Specifically the research is undertaken;

- ✓ To identify the training practices implemented in zonal sectors
- ✓ To point out the methods of training used in the Sector
- ✓ To examine the relevance and transferability of training to the actual work situations.
- ✓ To assess the level of employee performance.

### **1.4. Research Questions**

In order to accomplish this research's main objective and to answer the associated problems of training the following basic research questions are formulated.

- ✓ How do the training processes are practiced in the organization?
- ✓ What type of training method use in the sectors?

- ✓ What extent training is relevant and transferable to the actual work situation?
- ✓ To what extent the training practice has improved the performance of employees?

### **1.5. Significance of the Study**

The result of this research will be significance in various aspects. First, this research enables, to draw some conclusions and identify the existing training practices of the sector and the effect it have on employee performance. This helps the management of the organization to streamline their training practices effectively in order to have a positive impact on performance. Secondly, give the researcher the opportunity to gain deep knowledge in contemporary practice of human resource training, employee performance and other related issues. Thirdly, the findings of the study will be useful to academicians for providing a basis of conducting further research for those researchers who want to make further study on the area afterwards.

### **1.6. The Scope of the Study**

The proportion of the research was covers the conceptual, geographical and the time scope.

**Conceptual Scope** - the study focused on to examine the effect of training on employee performance in the civil service sectors. Here the researcher used to analyze the relationship between independent (training) and dependent (employee performance) variables.

**Geographical Scope** -the research were carried out geographically to the South Gondar Zone Civil Service sectors. Specifically, the researcher were used those permanent employees who have worked above one year at South Gondar Zonal Civil Service sectors. Zone department of agriculture, food security, Environmental protection, Cooperatives work association office, Trade, Water resource development, Transport and rural road, Technique and vocational enterprise development, Industries and urban development, Women and children affairs, Culture and Tourism, Youth & Sport, Education, Labor and social affair, Justice, Police, Administrative office, Militia office, public compliance and grievance receiver, Department of Finance & Economic support, Department of health, Department of government communication affairs and Zone Security Administrative affairs. This is because, the researchers believes that employee

having one year and above have good knowledge on the organization practice on providing training to its employees.

**Time Scope** - The study were cover a period of Six months that is from Jan to August, 2016.

### **1.7. The Limitation of the Study**

Even though different efforts were made in the future, the researcher faces a problem of related literature in Zonal context which is related with training while doing this study. Also the issue of training is complex and the fact is that its impact needs deep understanding from different filed of studies so that some difficulties were expected in collecting responses and interpreting some performance aspects of the employees. This and other things might affect the quality of the paper to some extents.

### **1.8. Organization of the Study**

The study was organized into five chapters. Chapter one provides a brief background to the study. Chapter two covers the review of the detail related literature. Chapter three presents the methodology employed in the study. The fourth chapter were focus on data presentation, analysis results and discussions on the finding of the study and finally, Chapter five were contain a summary, conclusion and recommendations were drawn based on the results of the study and suggest areas for further study.



## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

This literature review part of the research deals with the general concepts and principles of employees' training overview both from its theoretical and empirical view points. The review is basically concerned about the central issues about training theories, the training processes, and the type of training, relevance of training, condition of training, employee performance and empirical findings of other researchers.

#### **2.2. Theoretical Literature**

##### **2.2.1 Meaning and Concept of Training**

Training is a planned program designed to improve performance and to bring about measurable changes in knowledge, skills, attitude and social behavior of employees for doing a particular job. Now a day, training has an additional purpose of facilitating change (Pattanayak, 2005).

According to Pont (1996) training is about developing people as individuals and helping them to become more confident and competent in their lives and in their jobs. To strengthen this Ahuju & Shukla, (1998) on their part defines training as a continuous process which is aimed at increasing the skill and knowledge of new as well as older employees to enable them to perform their jobs well.

Different authors have defined the term training using different words; the following are some of the definitions given by different authors. Training refers to a systematic process of changing the behavior, knowledge, and/or motivation of present employees to improve the match between employee characteristics and employment requirement (George & John, 2004). Similarly De Cenzo & Robbins (2000) describe training as a learning experience and it seeks a relatively permanent change in an individual that will improve his ability to perform on the job. It is a systematic process of altering the behavior of employees in a direction that will achieve organizational goals and it has a current

orientation and helps employees' master specific skills and abilities. (Clifton & Fink 2005, cited in Ivancevich, 2010).

From the above three definitions we can understand the fact that, though they have used different wordings, all definition conveys similar meaning. By inferring the above three it is noted that, training as a planned and systematic effort by an organization aimed at altering behavior of employees, in a direction that will provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, and achieve organizational goals and mainly it is a current job oriented. It should be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors.

#### **2.2.2. Objectives of Training**

Argyris (1971) contends that an organization's effectiveness is dependent on its ability to accomplish the following objectives:

1. To achieve goals
2. To maintain itself internationally
3. To adapt to its environment

Further to this contention, B.M. Bass (1969) identified three other factors which could necessitate training activity as quoted by Monappa & Saiyadain:

1. To keep pace with advanced industrialization for the organization's survival
2. To train and retrain from the shop floor to the top executive (development) because of expansion in numbers of employees and layers of hierarchical levels and variety of complex organization structures and control mechanisms
3. Training inhuman relations has become necessary for tackling human problems for peaceful industrial relations.

These two writers give a very clear indication human resource development (HRD) personnel what the aims and objectives of training by organizations ought to be; i. e. to say for training by organization not to be waste of resources by the organizations, it must seek to achieve the above mentioned five (5) objectives and probably some more depending on the environmental and business situation of the organization concerned. For these very reasons South Gondar zone civil service sectors needs a systematic and planned training programs at all levels (senior members, administrative , senior staff and junior staff as well) that are managed by a well thought out and written training policy.

### **2.2.3. Performance**

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed (Ruhman et al., 2011). This means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. In support of the above definition Chiaburu and Tekleab (2005) discussed that, Employee Performance refers to employee output and productivity as a result of employee training which is measured against the performance standards set by the organization.

In every organization there are some expectations of the employees with respect to their performance. So, good performance means how well employees performed on the assigned tasks. And when they perform up to the set standards and meet organizational expectations they are believed good performers. So that, organization that is dedicated to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries usually invest in the training of its employees (Evans and Lindsay 1999). Furthermore, Most of researchers, including, Oguntimehin(2001), Colombo and Brewster (2004) identified the importance of training as: it increases productivity, improves the quality of work; improves the skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management etc. This

shows training plays an important role in the development of an organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top (Colombo and Brewster, 2004).

There are different criteria's given by different authors for evaluating the performance of an employees, the researcher preferred to take, the following criteria's suggested by different authors;

**Effectiveness** - effectiveness determines the policy objectives of the organization or the degree to which an organization realizes its own goals Zheng and Lean (2010). Effectiveness oriented companies are concerned with output, sales, quality, creation of value addition and innovation. It measures the degree to which a business achieves its goals or the way outputs interact with the economic and social environment.

**Efficiency**-the amount of resources used to achieve a goal. It is based on how much raw materials, labor, money, etc. are necessary for producing a volume of output. It is calculated as the amount of resources used to produce a product or service. It is concerned with 'doing things right'.

**Commitment**- according to the Meyer & Allen (1997) commitment is a psychological state that characterizes the employees' relationship with the organization and has implication for the decision to continue membership in the organization. Employee commitment is important because high levels of commitment lead to several favorable organizational outcomes. It reflects the extent to which employee's identify with and organization and is committed to its goals.

**Need for supervision**- the degree to which a job performer can carry out a job function without either having to request supervisory intervention to prevent an adverse outcome (Aswathappa, 2005).

#### **2.2.4. Relevance of Training**

The quality of employees and their development through training and education are major factors in determining long term profitability of a small business (Pattanayak, 2005).The author further explained that the people development in the organization has been

emphasized because of the following advantages; creating a pool of readily available and adequate replacement for personnel who may leave or move up in the organization, enhancing the company's ability to adopt and use advances in technology because of a highly knowledgeable staff, building a more efficient, effective and highly motivated team which enhances the company's competitive position and improves employee morale, ensuring adequate human resource for expansion into new programs, to impart new entrants the basic knowledge and skill they need for an intelligent performance of defined tasks to build up a second line of competent officers and prepare them to occupy more responsible positions, to broaden the minds of managers by providing them with opportunities for an interchange of experiences within and outside with a view to correct the narrow outlook that may arise from over-specialization.

As Ahuja & Shukla (1998), industrial growth cannot take place without trained manpower because the technological advancement is taking place at such a rapid speed that the knowledge and skill required by an individual become obsolete at a much faster rate. Thus, in order to cope up with the fast change requirement in skill and knowledge, the need for systematic learning/training is now felt in almost all organizations. Moreover the author adds that employee's talents are not fully productive without a systematic training program for all types of jobs in the organization usually require some type of training for their efficient performance. And training is equally desirable for the organization and the employee for goal accomplishment as well as for better job security & greater opportunities for advancement respectively.

Generally, the purpose of training can be; to increase quality and productivity, to help the company fulfill its future personnel needs, to improve organizational climate, to improve health and safety of personnel, to address personal growth and prevent obsolescence, to develop innovativeness and creativity, to improve interpersonal communication, leadership and teamwork (Pattanayak, 2005).

The author adds the objectives of training is to bridge the gap between existing performance ability and desired performance, to prepare employees for promotion to positions which require added skills and knowledge, to enable employees to develop and rise within the organization, to increase their market value, to give them earning power

and job security, induce greater loyalty to the organization, to heighten the morale of employees to reducing dissatisfaction, compliance, grievances, absenteeism, and employee turnover.

In this dynamic economic set-up with fierce competition, companies relying on their strategy of beating rivals with new products, new designs and new methods of selling, will now have to teach team work and team lined production techniques to their employees. On the quality plate form, companies will have to train their workers in developing the mindset and culture for quality without which the whole effort will fail. In the future, it is training that will act as catalyst between people, between strategy and systems, between customers and the organization (Pattanayak, 2005). As this author underlies training has to be comprehensive, systematic, continuous, and should be closely linked to the strategy within which the company is planning to fight the competition. Having said so this much concerning the relevance of training, it should be lead in principle for the realization of the aforementioned benefits.

### **2.2.5. Theories related to Training**

In this the researcher discussed the following theories which have a strong relation with the training organizational performance, which helps to elaborate the topic of the research with the basic tenets of the theories.

#### **2.2.5.1. Human Capital Theory**

Human capital theory explains the resource based view emphasizes that investment in people increases their value to the organization Workers have a set of skills developed by education and training that generates a stock of productive capital, and the researcher believed this theory has a strong relation with this research. As stated by Ehrenberg & Smith (1994) human capital theory indicates that, the knowledge and skills a worker has which comes from education and training, including the training that experience brings generate productive capital. The added value that people can contribute to an organization is emphasized by human capital theory. It regards people as assets and stresses that investment by organizations in people will generate worthwhile returns.

In addition, Human capital theory is associated with the resource based view of the firm as developed by (Barney, 1991). Individuals generate, retain and use knowledge and skill (human capital) and create intellectual capital. Human capital 'defines the link between HR practices and business performance in terms of assets rather than business processes (Scarborough & Elias, 2002). The implication is that, human capital theory helps for the organization to follow and give emphasis on human asset of the. Hence, human capital theory helps: to establish the positive impact of people on the organization and their contribution to shareholder value; demonstrate that HR practices produce value for money in terms, for the effectiveness of the organization.

#### **2.2.5.2. Social Identity Theory**

The other theory that the researcher believes, as it is more related with the research topic is that social identity theory. As originally formulated by Henri Tajfel and John Turner (1970), social identity theory introduced the concept of a social identity as a way in which to explain intergroup behavior in the organization (<http://en.wikipedia.org>). According to Hogg & Terry (2000) Social identity theory is a theory of group membership and behavior and it is a sub-theory of social cognition, social identity theory developed with the purpose of understanding how individuals make sense of themselves and other people in the social environment. As described above, individuals derive a portion of their identities from their memberships and interactions within and among groups. According to the article written by Korte (2007), explains social identity as, identity as a cognitive construct of the self fundamentally relational and self-referential, that answers the questions who am I. The research article conducted by Korte (2007) conclude that, the theory of social identity offers the opportunity to enrich the understanding of major influences on the interventions undertaken by training professionals to affect learning in organizations. Therefore, social identity is a key input to or driver of learning and performance in organizations.

Interventions directed at the organizational or individual levels, without attention to the important level at which individuals engage with the organization (i.e. at the group level), may be a contributing factor to the high failure rate of training interventions. Hence, the civil service sector as a government institution has its own different social groups that

vary in their attitude, educational level, psychological behavior and other factors which influence and change their training and development activities it needs to be given due consideration by the concerned body. Even though, there are different theories that help to see the relationship between training and performance the researcher has considered the human capital theory, and social identity theories which relates training and performance of the employee within the organization.

#### **2.2.6. The Training Process**

The training process is an integrated process; employers suing to make sure employees are working towards organizational goals (Gray, 2005). Literatures available on training indicates that, training in well-established organization involves a systematic approach which generally follows a sequence of activities involving by training needs identification, followed training plans and program design and implementation, evaluation and training feedback for further action.

The typical steps in designing a training program are the identification of training needs, design and setting training objectives, organizational set-up for training, and delivery of training and evaluation of training. According to Robert and Don (2000) Training Need Assessment (TNA) is the initial step its training program, which refers to systematic, objective identifications of training needs. Training needs can usually be determined by consulting with appropriate human resource manager regarding the results of assessment centers, areas of need revealed through the employee performance appraisal and determining managers' concerns for specific training needs to improve performance. To be effective and efficient, all training programs must start with a needs assessment. Once the identifying of training needs is completed, the next step is formulating training objectives.

According to Bohlander & Snell (2004), as a result of conducting organizational, task and person analysis, managers will have a more complete picture of training needs. The next step is designing the training program. John & Ivancevich (2007) stated that, in designing a training, choosing of objective setting, training environment and trainers and trainees



should be settled, in choosing trainers and trainees great care must be exercised in choosing effective instructors and appropriate trainees by gathering required information.

The third step of training is delivering/implementing a training program. It is the stage of putting the training program into practice in accordance with the design. According to Armstrong (2006) delivering becomes easy and may not have too many problems if the planning and preparation for the program or event have been carried out systematically. However, a flexible approach is desirable because all learning events vary according to the characteristics of the learners whose learning needs and reactions will vary. After the training is given employees/trainees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program (Velada and Caetano, 2007). Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals.

To conclude, conducting training needs assessment has an important purpose of sorting out those problems that could be solved only through training. In addition, for maximizing the overall impact of the training program, the training designer should have to consider very much on the selection of the best trainers in addition to appropriate training content, materials, facilities and coordination. After effective implementation, the training should be evaluated and discrepancies should be noted to adjustments for any failure which enables to meet specified goals. Many training programs in developing countries, like Ethiopia, fall short of their expectations simply because the administrator failed to evaluate its progress to determine to what extent the training given are effective and improved the performance of employees. Timely evaluation of training and their performance help to prevent the training from straying from its objectives.

#### **2.2.7. Methods of Training**

Training can be classified into many types and methods, depending upon several bases. The most popular methods used by organizations are on-the-job and off-the-job training methods.

### **2.2.7.1 On-the-job Method**

On-the-job training is probably the most widely used method. In this type of training employees are placed in the work situations and supervisor constructs the employee on how the job is done directly at the work station (Gupta, 2001). Similarly, it is also explained by Biswajet (2009) on-the-job method is basically 'learning by doing'. Training is imparted to employees while they perform their regular jobs. Biswajet (2009) further elaborated that after a plan is developed for training, employees should be informed on the details and timetable should be prepared with periodic evaluations to inform employee about their progress. We can infer from the above definitions that, *on-the-job training is delivered to employees and managers, while they perform their regular jobs*. In this way, they do not lose time while they are learning. It enables the worker to get training in different methods under the same working conditions and environment and with the same materials, machines and equipments that he will be using ultimately after completing the training.

### **2.2.7.2 Off-the-job Method**

Off-the-job method is imparted outside or away from the work premises (Biswajet, 2009). Typically, off-the-job training is an environment of training, through programs, which can be assigned to meet training needs, away from the working environment and without being restricted by lack of organizational resources (Gupta C., 2001). Off-the-job training is suitable for imparting skills that can be learned in a relatively short period of time, It has the main advantage of strongly motivating the trainees to learn (Mathis, & Jackson, 2008).

The above definition shows that, off-the-job training is a set of activities done outside of the work setting which provide the opportunity to acquire and improve job related skills. In which the employee is sent to another location outside the organization to learn a skill or acquire important knowledge or behave differently. It is useful when concepts, attitudes, theories and problem solving abilities are to be focused. Off the job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. Here, the most commonly employed methods are

workshop, lecture, case studies, role playing, programmed learning, simulation and discussion group.

#### **2.2.8. Transferability of training**

Relevance of training is the degree to which trainees are able to learn and transfer the knowledge and skills acquired during the training program and it is influenced by the attitudes, interests, values and expectations of the trainees and the training environment (Yamnill & McLean, 2005). Training relevance also indicates on-the-job use of knowledge, skill and behaviors learned in training (Wright et.al, 2006). The above concepts of relevance of training shows the fact that, it is a very significant that organizations have to see critically as if they really want to improve the effectiveness of their employees. Training should be designed to solve problems and to fill gaps in employee performance. Training should make things happen and bring about changes that would enhance organization's effectiveness. If the training program seems to be remote from the reality the skills and knowledge acquired can appear to be irrelevant. This particularly applies to management or supervisory training, but even the manual skills learnt in a training center may be difficult to transfer. The individuals who are more likely to apply trainings when they do not find it too difficult, and believe what they learnt is relevant, useful and transferable, supported by line managers, believe in themselves, and are committed and engaged.

#### **2.2.9. Condition of training**

The effectiveness of any training a direct consequence of its training settings within which it is conducted (Chadha, 2007). Training condition reveals the enduring quality of its environment, which is experienced by trainees. It influences their behavior and can be described in terms of the values of a particular set of characteristics of the training center/organization. The training condition impacts employee morale, motivation and engagement - both positively and negatively (Hassain, 2006). The author further explained that, the training condition in a majority of organization, especially in developing countries is unsafe and unhealthy. These include; poorly designed stations, unsuitable furniture, lack of ventilation, inappropriate lighting, excessive noise, insufficient safety measures, lack of training facilities, lack of trainers, support during the

workshop, lack of personal protective equipment, inappropriate training contents and its delivery process, collaboration and commitment of both the trainees and trainers.

The above discussions shows the fact that, it is the quality of the training condition (i.e. Physical and psychological components) that most impact on their level of motivation and subsequent performance. The physical settings shall comprise of the room where training is being conducted. The furniture, the air-conditioning facilities, then curtains, color, ventilation, equipment's etc., have a lot of influence on the effectiveness of training. Besides these physical settings, the psychological state of the people also constitutes the training condition. The perception of the people, their attitude, morale and commitment has a lot of roles to play in organizational effectiveness.

#### **2.2.10. Training Policy**

According to Armstrong & Stephen (2005) Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with. Asare (2008) defined policy as a guide to the actions and decisions of organization members. From the above definitions, it is possible to understand that, Policies are thus directives that emanate from top management of the organization and so provide the basis for the general members of the organization and they tell employees how they should act in certain specific situations or circumstances.

It could be inferred also that, policies, statements serve as guidelines for action and the establishment of equality or parity among employees of an organization. Policies are thus directives that emanate from top management of the organization and so provide the basis for the general of organization members. Policies tell employees how they should act in certain specific situations or circumstances and would enable supervisors to know what to in the circumstances of the non-performance of their team members, whether to recommend them for training or otherwise (Armstrong & Stephen, 2005).

#### **2.2.11. Impact Evaluation**

Impact evaluation refers to a formal mechanism for reviewing individual employee's performance after training programs are conducted so as to assess the impact of the training program on the actual work situation (David et.al. 2010). Impact performance

evaluation is an activity through which organization seeks to assess employees and develop their competences, enhance performance and distribute rewards. It is generally involves line managers evaluating their subordinate's performance, often on a semiannual or annual basis. Performance evaluation refers the process where the expected performance of employees is described and the actual performance is measured, evaluated and recorded, comparison is then drawn between expected and actual performance with suitable feedback to the employee on the process (Purcell et.al, 2007).

We can infer from the above definitions that, Impact evaluation should be accomplished by periodic skill or knowledge tests or periodic assessments by the personnel department or other concerned body after training activities are given, in order to: (I) determine whether a program meets its objectives or goals. (II) Identify strengths and weaknesses in the training process. (III) Calculate the cost-benefit ratio of a program. (IV) To provide an overview of present and potential skills, resources and capabilities available for HRM to meet future and present challenges (V) establish a data base for further decision about the program. In general, it can be concluded that training evaluation is not a one shot activity, which is performed at the end of the training program. Rather, it is a never ending cycle and highly valued process of continuous evaluation that measures the contribution of the employee to an organization.

### **2.3. Empirical Review**

Different literatures in the area indicate that if the training intervention is the successful one, it will have a paramount importance for both personal growth and organizational development. To substantiate this a study conducted by Debral (2012), an international journal on the effect of training on employee attitude concludes that training nurtured competitive advantages in performance, produces marked improvements in employee communication and proficiency of performances as well as extending retention time, shown to have a significant positive effect on job involvement, job satisfaction, and organizational commitment.

Most organizations spend an immense amount of time and money on training in order to facilitate employees' performance and job-related competencies (Noeet. al., 2006). In

other words, it is important for organizations to ensure that training leads to desired work outcomes such as increases in job performances, many public organizations of developing countries, do invest enormous resources on training , but without examining how training interventions could effectively contribute to the achievement of organizational objectives, eventually resources are wasted (Harris 2005).

After the training is given the relevance to transfer the trainees received from the program into the actual work situation is very minimal (Yamnil & McLean (2005). They revealed that, about 40% of trainees fail to transfer immediately after training, 70% hesitate in transfer 1 year after the program, and ultimately only 50% of training investments result in the organization or individual improvements. It is clear that the training given in the center (especially off-the-job training) is mostly theory based and it becomes difficult to translate into action. Article journal conducted in South Asia- Sri Lanka 54(5) pp 34-36 entitled with factors affecting the effectiveness of training by taking a sample of two hundred and eight (208) Merchandisers from seven leading garment manufacturing organizations of the country. And, the findings suggest that the availability of a continuous learning culture in the organization, self-efficacy of trainees and training condition and relevance of contents influence training effectiveness.

The implication of the study is that managers need to focus on creating and sustaining a continuous learning culture in their organizations, and provide the required support for employees in the acquisition and application of skills and knowledge in order to improve training effectiveness. Moreover, journal written by Siltan(2012), Newyork times 25 May, (5) pp 44 on training practices of the telecommunication Sector in Pakistan in demonstrating that, most organizations meet their needs for training in an ad hoc and the haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in the right type of employee training it can enhance employee performance as well as competencies and skills.

Additionally, Human Resource Development Policies, Strategies and Actions policy document developed by Government of Nepal (2009), outlined the major challenges in relation to training like; lack of coordination among training programs and activities,

limited application of knowledge and skills gained from training, no impact evaluation done of training programs, lack of proper selection criteria for training, lack of proper mechanism of training management, monitoring and evaluation, as well as clarity in recruitment criteria etc.

The practice as well as problems of employees training in Ethiopia can be seen through examining its trends in Civil Service especially from the viewpoint of, the 1994 report of the civil service task force found that the training situation of the Ethiopian civil service can be explained and summarized as follows:

- The training of civil servants was almost non-existent in both technical and key management areas, except where it is externally financed;
- The quality and quantity of the civil service staff were far from being able to match the expected roles under the new political and socioeconomic environment because of the poor attention given to employee training.

In order to point out some additional issues in this regards, the majority of the public organizations currently did not have training policies of their own training and related tasks like training needs assessment, trainees and trainer selection, course design and development, and course delivery as well as evaluation were carried out in a highly disintegrated and disorderly manner.

Although the empirical evidence did not support a clear relationship between training and self reported improvements in performance, the findings are important in that they have shown with some degree of confidence, the efficacy of training condition and relevance of contents in enhancing employee attitudes to work and perceptions of the individual performance and organization as a whole.

With regard Ethiopia Studies and reports have highlighted the need of capacity building and training in the public management system in Ethiopia. Some of the findings of the studies which have a relation to the topic under research are the following. MA thesis conducted by Tegene (2008) entitled with The human resource management functions in Ethiopia, demonstrated that, performance assessment, promotion and reward system are not performed well as there are some indications from the findings. Moreover, to some

extent the current structure and the minimum requirement criteria set by the Civil Service Agency hinder public sector's effort to attract the best candidates. Similarly, selection often distorted by interference.

Reading most management textbooks and different journals in the area also would readily reveal that training practices have in one way or in the other constrained by many factors in which its' effectiveness in turn reduced. A study on major challenges to the effective management of human resource training activities by Haslinda (2009) in Malaysia in manufacturing sectors showed three major challenges to the effective management of training. These include a shortage of intellectual HRD professionals to manage training activities, coping with the demand for knowledge workers and fostering learning and development in the workplace.

Besides, in some instance, lack of equal access for training and need assessment is also improper. Another research carried out by Desalegn (2010) in Ethiopian revenue authority, with regard to Human Resource development (HRD), opined that, perceived the HRD practices of the organization as unfairly focused on some work units only. Respondents also indicated their dissatisfaction with the promotional opportunities and the knowledge to gain from the work they do for the sector. Moreover, According to the very recent report of European Union EU (2013) revealed that Ethiopian civil servant Capacity constraints are crosscutting and affect the public sector and private sector organizations. And there is a high turnover rate due to low salaries and limited incentive schemes to retain qualified civil servants. This indicates the fact that, there is great need of public sector capacity building programs, among which training have got a priority so as to improve their delivery of the proper service to the society.

## **2.4 Research Gaps**

Even though, there are studies conducted in the training and its relationship with employee performance in developed countries, but they are conducted according to the context of their country. However, in developing countries, including Ethiopia especially in the study area it possible to say that, minimal emphasis has been given to interlink and evaluate the training and management development and their performance after they took training. Once the training had given then evaluation of the effect of the training on their



performance mostly gives little emphasis. In the civil servant organizations, even if training is provided for their employees, but minimal emphasis has been given for impact evaluation to make sure that whether the training develop the performance of employees and to decide their effectiveness, as the researcher discussed in the problem statement.

So that, the researcher is certain that there is no previous research conducted on the topic in the study area. This indicates there is acknowledge gap in the issue that training to what extent it affects the employee performance. Therefore, this study will attempt to fill this knowledge gap by reviewing the different literatures and collecting primary data from the study area.

## 2.5 Conceptual Framework

The researcher used the following conceptual model as a guiding framework from the research inception to its completion. The diagram below depicts that the continuous causal relationship between the training and development with the performance improvement of employee

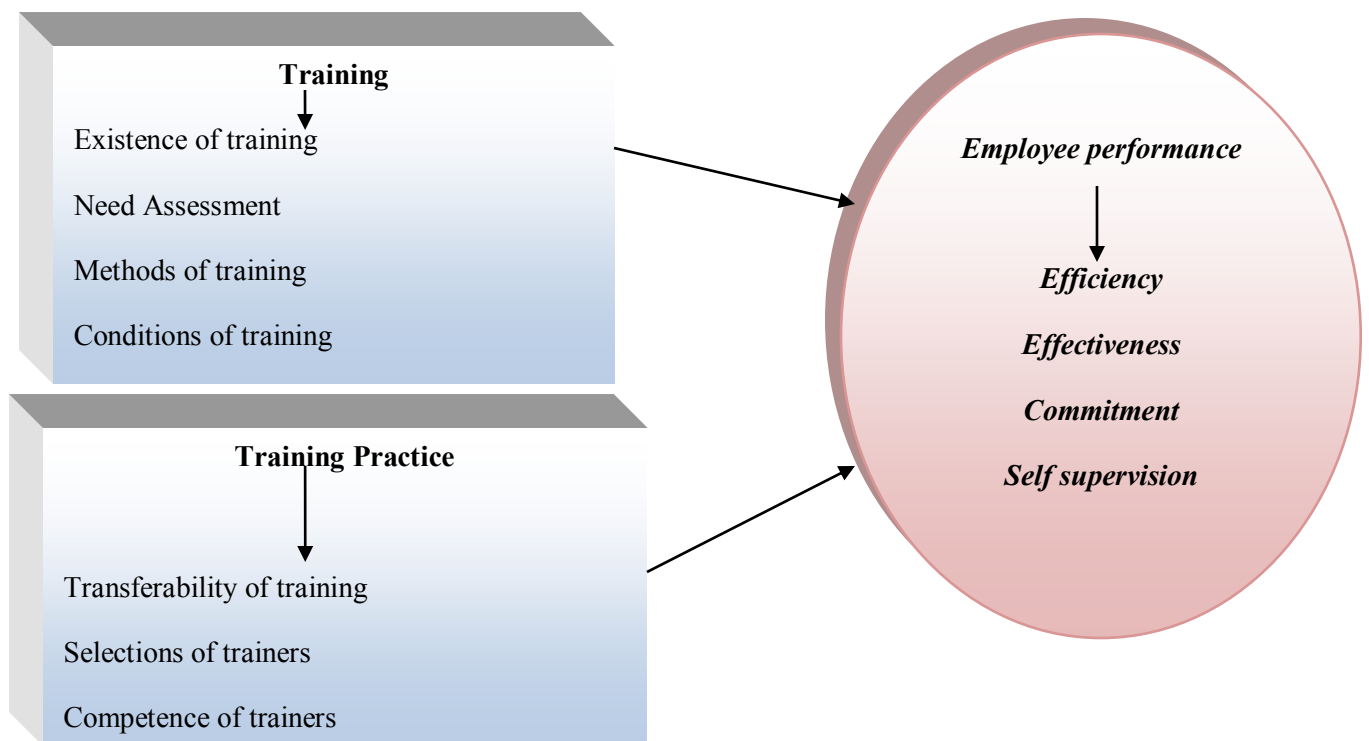


Figure 2.1 Conceptual framework of the study adopted from Robert and Don (2000).

As we can see from the above figure, the typical steps in designing a training program are the identification of training needs, design and setting training objectives, organizational set-up for training, and delivery of training and evaluation of training. According to Robert and Don (2000) Training Need Assessment (TNA) is the initial step in training program, which refers to systematic, objective identifications of training needs. Thus, the assessment of training need analysis at organizational, task and individual level is undertaken to identify the real training gap so that the appropriate inputs for training design will be gained. This indicates the training is designed then after with appropriate training objectives, contents, methods, with right trainers and trainees.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter deals with the type of data used, the methods employed to assess the training effectiveness and employee performance in the study area. It presents a discussion of the specific steps used in conducting the research and the way how the research is organized in order to obtain the required information. So, it provides clarification of the basic Research Design, population and sample selection techniques, sampling design and size, data collection and analysis strategy have been employed in the research.

#### **3.2. Study Design**

The study were used both qualitative and quantitative research approaches since they provide different perspectives and usually complement each other for better understanding of the context in the study. Different methods have different weaknesses and strengths and triangulation can offer to overcome the weaknesses of any single method. With the help of qualitative approaches to quantify the problem and understand how prevalent it is by looking for predictable results to a larger population.

Moreover, in addition to the above justification the adoption of this approach has a number of benefits. The first benefit is triangulation pertaining to a situation where researchers seek convergence, corroboration, correspondence of results from quantitative and qualitative methods to increase validity of the constructs and inquiry results. Secondly, by mixing methods complementary, researchers seek elaboration, enhancement, illustration, clarification of the results from one method with the results from the other method. Thirdly, by mixing methods with developmental intent, researchers seek to use the results from one method to develop or inform the other method. Fourthly, mixing methods with initiation intent seeks the discovery of paradox and contradiction, new interpretations, the recasting of questions or results from one method with questions or results from the other method. Finally, to increase the scope of the inquiry mixed method with expansion intent seeks to extend the breadth and range of inquiry by using different methods for different inquiry components (Greene et al., 1989).

Hence, the researcher (for current study) also used concurrent mixed approach for the same reasons.

### **3.3. Population and Sample**

#### **3.3.1 Target Population and Population size**

A whole population may be too big to be investigated, impossible to be studied because of various reasons. The target population of the study was South Gondar Zone Civil Servants who are Zonal sector employees. The population of the study was grouped into two; those managers and core process owners, the other group employers of Zonal sectors who are currently working in 23 organizations.

As to South Gondar Zone Civil service human resource core process head, most of the employees who had worked for more than three year have received at least some short term trainings like BPR and BSC trainings. Therefore, those employees who are currently working in Zonal sectors are a total of 727 within 23 organizations or institutions permanent employees were the target population of the study.

#### **3.3.2. Sampling Technique**

In the stratified sampling the strata is based on their functions including human resource supportive core process, HR major core process, Reform major core process and other case team officers. This helps to involve the different groups on the research so as to get accurate data. The strata were calculated in the following table having the target population of the study consisted of 727 permanent employees based on their function.

The population of the study consisted of 727 permanent employees who are working in South Gondar Zone Administration 23 sectors that coordinated by zone Civil Service department. From these, 469 were men and the remaining 258 were women (HR Office 2015/16). And from Zone Civil service sectors of those managers and Zonal human resource core process owners who selected for interview. But for the sake of ensuring clear procedure, the research population was categorized into four target groups. The first group comprises employees working in human resource supportive core process. The second group was supervisors of the first group those supportive core process HR major core process staffs, and the third groups were Reform major core process officials. The

final group were other case team officers and higher officials totally 12 individual participants were purposely selected for interview. Those interview participants were selected as follows.

Table 3.1.Number of sample respondents was selected based on settled criteria.

Level of stratum	Type of population	No. of population in the stratum	Proportion of population
Civil service department supportive process	Employees	3	100
	Supportive process Owner	1	100
Civil service Government sectors change programs core process	Employees	3	100
	Core process Owner	1	100
Other core process	Case workers	1	100
Civil service Department Human Resource core process	Employees	2	100
	Core process Owner	1	100
Total		<u>12</u>	<u>100</u>

The researcher decided to accept a maximum sampling error of 5% ( $e = 0.05$ ) with a 95% confidence level. 5% sampling error indicating that there might be a 5 percent chance that the estimation of the population characteristic by the sample statistic was wrong. According to Corbetta (2003), if the total population size (N) of a given study is known or estimated and its sampling error (e) is fixed by the researcher, then the total sample

size (n) can be calculated using the following formula: 
$$n = \frac{N}{1 + N(e^2)}$$

From South Gondar Zone there are 23 sectors and 23 managers or institutional leaders, 76 core process owners and 727 employees totally 826 individual employers are working in south Gondar zone (Source; own survey, January – April; 2016).

Where n= sample size

N= the size of the population (727)

e =5%

$$n = \frac{727}{1 + 727(0.05^2)} = \underline{258}$$

Therefore, the sample was 258 individual employees, core process and human resource management personnel's.

### **3.4 Research Instruments**

To achieve the desired objectives of the study, the need for appropriate data collection instruments is important. The data for this study were collected from both primary and secondary sources.

#### **3.4.1. Instrument used to measure training practices**

##### **Source of the instrument**

To achieve the desired objectives of the study, the need for appropriate data collection instruments were important. The required data for this study was collected from both primary and secondary data sources. The primary data gathered by open ended and closed ended questionnaire, semi structured interview, and field observation was employed. Additionally document review is used to gather secondary data. Many scholars (e.g., Dawson, 2002 and Kothari, 2004) recommend use of verities of instruments in qualitative and quantitative research to gather data, as a researcher can cover the weaknesses of one instrument with the strengths of another by selecting complementary tools.

##### **Number of questionnaire in the instrument**

The questionnaire was prepared for sector leaders and civil servant respondents. The questionnaire were present and were filled by the respondents (self administered questionnaire) since the respondents of this research are all matured and educated.

In order to answer the basic research questions raised, different question item was included. This research was used both close ended and open ended questionnaires and structured and unstructured interview to collect first hand information employees, core process owners, human resource department and higher officials. 17 questionnaires were comprised of three sections. Section I contains demographic questions about the respondents, including sex, age, years of work experience, length of service with the organization and educational level. Section II items incorporated; responses pertaining to the provision of training and development practices and opportunities, section III contains employee performance and performance evaluation related issues.

### **Scales used for each questions**

The questionnaires were yes/no questionnaires, five point Likert scale that range from 1 (strongly disagree) to 5 (strongly agree) and some open ended questionnaires that enable respondents to freely respond. Before the actual data collection was done, questionnaires were translated to the Amharic language for plainness and understanding of the respondents.

### **Additional sources of instruments**

#### **Interview**

The interview informants were sampled purposively selected employees. Data on current training and Development practice and the effect it has on employee performance from the management point view were gathered using structured and semi-structured interviews. To this end, interviews with the head of Human Resource department and with the heads of three functional areas were done.

#### **Document review**

To fulfill the purpose of this study the researcher was gathered secondary data from published and unpublished materials; magazines, professional journals, articles, books and thesis papers. This helps the researcher to crosscheck and validate the result of the primary data.

#### **Reliability test**

Initially, the questionnaires were prepared in English language based on the literature review and some adaptations from prior researches. Taking in to account the respondents media of communication and to increase more understandability it was later be translated in to Amharic and distributed to 10 sample respondents and it were check whether what was expected to acquire is achieved or not as a pretest. It was used to check for grammar and other spelling errors using language professionals. Based on the findings of the pretest and comments of language experts, certain amendments were made on the questionnaire and lastly by giving the necessary orientations to respondents, 258 questionnaires were distributed to the whole samples of the employees (leaders and civil servant) respondents.

### **3.4.2. Instrument to measure employees performance**

#### **Source of the instrument**

The required data for this study was collected from both primary and secondary data sources. The primary data gathered by open ended and closed ended questionnaire, semi structured interview, and field observation was employed. Additionally document review is used to gather secondary data.

#### **Number of questions in the instrument**

For those employees performance measure different question item was included. This research was used both close ended and open ended questionnaires and structured to collect first hand information employees, core process owners, human resource department and higher officials. 7 questionnaires were comprised of three sections. Section I contains demographic questions about the respondents, including sex, age, years of work experience, length of service with the organization and educational level. Section II items incorporated; responses pertaining to the provision of training and development practices and opportunities, section III contains employee performance and performance evaluation related issues.

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### **3.5. Data Analysis Methods**

Quantitative approaches of data analysis were used to discuss the collected data. In order to ensure logical completeness and consistency of responses, data editing was carried out by the researcher. Once editing was done with, data's are analyzed qualitatively. The data analysis of the study were done in a way that the objectives demand and as much possible, separate analysis of individual objectives were carried out. Demographic characteristics were summarized using frequencies and percentages for all variables. The questionnaire that was gathered from employees, supervisors and human resource department, were analyzed and presented in the form of charts, diagrams and cross tabulation tables using SPSS version 20 software.

Additionally, the information obtained from the interviewing was also organize and summarized under each topic. For the close ended questions, quantitative methods of data analysis were used, thus, the methods of data analysis used was mean percentages, correlation and regression. In the case of interviews, and open ended questions descriptive method data analysis were used.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

In this chapter data's are presented, analyzed and interpreted as per the research problem stated, the research objectives set and research questions articulated. In this study after data collected from respondents using adopted data collection methods, result was processed. Based on the results, the researcher has interpreted and discussed the main parts of the research in order to achieve the research objectives. The major topics included are; Response rate, personal information of respondents, training and related issues, and information on the effects of training on employee performance in South Gondar Zone civil service sectors.

##### 4.1.1. Response rate

As it was mentioned in the methodology part of this paper, three targets focused questionnaires were designed and distributed to the respondents. Table 4.1 below shows 258 questionnaires were distributed, 246 were collected. As a result, the response rate of this study was 95.3%. Therefore, this response rate is acceptable for doing the analysis of the study.

**Table 4.1- Response Rate of the Sample**

Sample	Data Collection		Percentage (%)
	Questionnaires distributed	Returned Questionnaires	
Employees	172	165	95.9%
Core process owners	66	63	95.4 %
Managers	20	18	90%
Total	258	246	95.3%

*Source; own survey, January – April; 2016*

##### 4.1.2. Demographic profile of Respondents

This section gives detailed information about the respondent, in the light of their sex, age, educational level, work experience and the current position work based on the responses obtained from personal data part of the questionnaire. Hence, the interpretations of collected data are presented hereafter.

**Table 4.2- Demographic characteristics of respondents**

No	Item	Respondents Category						Total	
		Employees (N=165)		Core process owners (N=63)		Managers (N=18)			
1	Sex	Freq	%	Freq	%	Freq	%	Freq	%
	Male	115	69.6	55	87.3	16	88.8	186	75.6
	Female	50	30.3	8	12.6	2	11.1	60	24.3
2	Age								
	18-29	62	37.5	4	6.3			66	26.8
	30-39	65	39.3	16	25.3	4	22.2	85	34.5
	40-49	32	19.3	40	63.4	12	66.6	84	34.1
	50-60	6	3.6	3	4.7	2	11.1	11	4.47
	60+	-	-	-	-	-	-	-	-
3	Educational level								
	High school or below	-	-	-	-	-	-	-	-
	Certificate	43	26	2	3.17			45	18.2
	College Diploma	56	33.9	21	33.3			77	31.3
	First Degree	56	33.9	38	60.3	16	88.8	110	44.7
	Master’s Degree	10	6.0	2	0.44	2	11.1	14	5.6
	PhD	-	-	-	-	-	-	-	-
4	Work experience								
	1-5 years	73	44.2	6	9.5			79	32.1
	6-10 years	72	43.6	25	39.6	1	5.5	98	39.8
	11-15years	13	7.8	9	14.2	5	27.7	27	10.9
	16-20 years	7	4.2	23	36.5	11	61.1	41	16.6
	20+years	-	-	-	-	1	5.5	1	0.4

*Source; own survey, January – April; 2016*

Table 4.2 above presents data on demographic characteristics of respondents. The table shows that, the male respondents formed the majority of the target population with a total of 186 representing 75.6%, while 60 respondents were female representing 24.3%. This shows that sex combination is more of male dominance. Regarding the age of the participants, none of the respondents were above 60 years. The largest group (34.5%) was in 30-39 years age. The second largest group (34.1 %) indicated their age was in the 40-49 age group, whereas 26.8% and 4.47% indicate their age were in the 18-29 and 50-60 respectively. From this it is possible to infer that the workforce composition of the respondents was found within the productive age group (30-49 years age), reflecting the

fact that under normal conditions they may require strong training and development to improve their performance, thus they could express and share their ideas related to the study vigorously and with good understanding.

Referring to the same table above it can be seen that, respondents hold a range of educational qualifications which reveals that, none of the respondents were either PhD holders and high school/below. The majority of the sample group were holding a first degree which accounted 110(44.7%) of the respondents. The second largest were the respondents holding College diploma 77 (31.3%). 14 out of 246 respondents (5.6%) were master graduates. The remaining 45 respondents (18.2%) were certificate holders. This suggests the fact that, people of different educational qualifications are present in the college. It also implies that the majority of the respondents may have better understanding and knowledge about the concepts of training employee performance.

Regarding to the experience of employees within the sectors table 4.2 indicates that, the majority (n=98, 39.8%) of the respondents have been working between 6 to 10 years. However, 79 (32.1%) and 27 (10.9%) of respondents indicated tenure with the civil service of between 1- year 5 and 11-15 years respectively. On the other hand, only 41 (16.6%) individuals indicated that they had been working between 16 to 20 years and only one respondent indicated that he had worked for more than 20 years. This information suggests that most of the respondents were well experienced and hence they can provide vital information regarding the practice and problems of training and its effect on their performance within the sectors.

Generally, based on the respondents personal information one can see that females involvement in the organization is less as it is indicated by the statistical data. And when we see respondent's age distribution, which most of the respondents are in the active working age. Also concerning their educational level the data shows that majority of respondents have diploma and above which implies that employers are enough for identifying institutional problems. Regarding service years of respondents majority of them have more than 10 years' service, thus our sample representation can provide enough information, because they have enough experience about the organization.

## 4.2. Result and Discussion

### 4.3. Training practice implemented in zonal sectors

With the aim of assessing the frequency of the employee's participation in training, the employees of the zonal sectors were asked how many times they participate in any form of training. Hence, their response is summarized below.

<b>Table 4.3 - Employee participation in Training programs since 2014</b>				
		Frequency	Percent	Cumulative Percent
Valid	Only once	41	24.8	24.8
	Twice	61	37.0	61.8
	Several Times	63	38.2	100.0
	Total	165	100.0	

*Source; own survey, January – April; 2016*

Analysis of time periods which employees have participated in any form of training organized by the sectors shown in table 4.3 indicates that, 41 employees representing 24.8% expressed as they have participated only once. The majority of the respondents 63(38.2%), stated that they have participated several times in training, whereas the remaining 37%, (n=61) of the respondents declared as they have undergone twice in training. From this survey result, we can infer that, all the respondents were participated in at least one time in training activities of the sectors.

An interview with the human resource core process owners and other employees' members did indicate that, it is difficult to state the specific date of the beginning of formal training in all zonal sectors. However, they indicated that it is expected that the sectors has been involved in training activities for the last 50 year, but particularly after the transitional period. Furthermore, from the interview and some sectors document training was part of the early beginning even if that was not formal and clearly articulated and has continued for several decades with some problems.

Moreover, the researcher was asked as an interview for officials working in civil service human resource department, whether there is a separate department responsible for manpower training in each zonal sectors, and it is found that there is no separate department responsible for training there is only the civil service sector human resource core process owner as a coordination office. Furthermore, the interview conducted with the officials (i.e. human resource head and officials) of the civil service sector confirmed

that, the employees and managerial staffs who have worked for more than one year have participated at least once in training activities.

#### 4.3.1. Effectiveness of Training methods

**Table 4.4- Effectiveness of Training**

N o	Item	Respondents	Level of Agreement							
			Agree		Neutral		Disagree		Total	
			Fr	%	Fr	%	Fr	%	Fr	%
1	Existence of training need assessment	Managers	5	27.7	5	27.7	8	44.4	18	100
		Core p/owners	24	38	25	39.68	14	22.2	63	100
		Employee	40	24.2	51	31.9	74	44.8	165	100
		Total	69	28	81	32.9	96	39.02	246	100
2	Setting training objectives	Managers	14	77.7	4	22.2	0	0	18	100
		Core p/owners	54	85.7	9	14.2	0	0	63	100
		Employee	109	66	31	18.8	25	15.1	165	100
		Total	177	229.4	44	17.8	25	15.1	246	100
3	Competence of trainers	Managers	6	33.3	8	44.4	4	22.2	18	100
		Core p/owners	27	42.8	7	11.1	29	46	63	100
		Employee	71	43	48	29.2	46	27.9	165	100
		Total	104	42.2	63	25.6	79	32.1	246	100
4	Fairness of trainee selection criteria's	Managers	14	77.7	3	16.6	1	5.5	18	100
		Core p/owners	10	15.8	20	31.7	33	52.3	63	100
		Employee	44	26.6	77	46.6	44	26.6	165	100
		Total	68	27.6	100	40.65	78	31.7	246	100
	4.1 Performance evaluation as a base for selection	Managers	10	55.5	-	-	8	44.4	18	100
		Core p/owners	44	69.8	12	19.0	7	11.1	63	100
		Employee	57	34.5	57	34.5	51	30.9	165	100
		Total	111	45.1	69	28	66	26.8	246	100
	4.2 Seniority as basis for selection	Managers	6	33.3	3	16.6	9	50	18	100
		Core p/owners	31	49.2	28	44.4	4	6.34	63	100
		Employee	37	22.4	76	46.1	52	31.5	165	100
		Total	74	30	107	43.5	65	26.4	246	100
5	Manager's feedback request after training	Managers	15	83.3	3	16.6	0	0	18	100
		Core p/owners	43	68.2	1	1.58	19	30.2	63	100
		Employee	36	21.8	36	21.8	93	56.4	165	100
		Total	94	38.2	40	16.2	112	45.5	246	100
6	Chance for Promotion after Training	Managers	13	72.2	3	16.6	2	11.1	18	100
		Core p/owners	55	87.3	5	7.93	3	4.76	63	100
		Employee	58	35.2	36	21.8	71	43	165	100
		Total	126	194.5	44	17.8	76	30.9	246	100
7	Training condition	Managers	13	72.2	0	0	5	27.7	18	100
		Core p/owners	46	73	2	3.17	15	23.8	63	100
		Employee	60	36.3	85	51.5	20	12.1	165	100
		Total	119	48.3	87	35.3	40	16.2	246	100

Source; own survey, January – April; 2016

#### **4.3.2. Existence of training, Training Processes and Practices in zonal sectors**

This section tries to analyze information's gathered from South Gondar Zone Civil service sectors and the following tables and graph shows the major variables which the researcher was taken to measure the effect of training on zonal sectors by collecting data from employers and leaders.

Training process is described and investigated extensively in the literature part of previous chapter. As it was stated by Naong (2009), in training process the first step in developing a training plan is to determine what needs exist. For instance, if employees do not know how to handle their customers, a training program on how to handle their customers is clearly needed. The second step is setting objectives and training programs. And, it proceeds with the selection and trainers and trainees, delivery of training and evaluation of training. Here below are the analysis and discussion of questionnaires and interview made with officials on training process and practice.

#### **4.3.3. Training Need Analysis**

The first step in developing a training program is to determine whether training is needed. This refers to it is an ongoing process of gathering data to determine what training needs exist, so that training can be developed to help the organization accomplish its objectives (Brown 2002). A training needs assessment provides some assurance that, the time, money and resources used to develop and conduct training will deliver required performance based results. In the interest of assessing the presence of TNA practice of the sectors, the employees, core process owners and managers were asked to reflect their views. Accordingly, the following cross tabulation table summarizes and shows their responses.

As depicted in the above table, out of the total number of respondents 246, the majority 96(39.02%) were strongly disagreed and disagreed with the statement that, 'my organization conduct Training Need Assessment in a reasonable interval of time'. Whereas, 81(32.92%) of the respondent became neutral with the same. Yet, 69 (28.04%) of the total respondents replied that, they strongly agreed and agreed with the above statement. The more chosen level of agreement is disagree, which accounts 96 (39%) of

the respondents, from this 74(44.8%), was replied by the employees category of respondents (refer the above table 4.4).

The second most chosen was the neutral level of agreement, the majority of its 81 (32.92%), from this 51 (31.9%) was replied by employee category of respondents. From the above survey result, we can understand that, there is a difference in responding the same question among the different category of respondents. The managers and core process category of respondents replied positively. While, the greater majority of the response of the employee's category indicated there was a problem of training need assessment practice in the sectors.

The researcher had also carried out the document review of training need assessment from the zone Civil service sector; with a view to further verify the practice of training need assessment in those zonal sectors. Accordingly, the document analysis stipulated that, the sectors undertook training, in spite of the absence of training need assessment actual practice. In addition, the interview conducted with the officials, especially human resource heads explained that, there was no practice of training need assessment in the organizations at all. But sometimes training need assessment was done in a special juncture like, BPR and BSC endorsement and implementation and when there is a request of top level managers and was done very rarely.

Above all, from the above analysis we can say that the practice of TNA of the zonal sectors sharply contrasts with the authors, Bohlander and Snell (2004), who argued that managers in different levels and human resource staffs should stay alert to the kinds of training that are needed, where they are needed and who needs them. The authors further elaborated that, in any training program to be carried out the first activity should be training needs assessment. Otherwise much of the organization's investment can be wasted and the organizational goal could not be achieved.

#### **4.3.4. Setting training objectives**

With the need of examining the organization practice of setting training objectives, the respondents were asked to reply their view. Accordingly, the above cross tabulation table 4.4 summarizes and shows employees and leaders category of respondent's response.



The table clearly shows that, out of 246 total respondents of both categories from the greater numbers 177 (71.95%) of the respondents affirmed that, they both strongly agreed and agreed with the statement that, ‘the training programs that they were attending was with a clear instructions and training objectives’. On the other hand, a total of 25 (15.1%) declared as they disagreed and strongly disagree with the statement. While 44 (55.2%) of the respondents were in different with the statement. The majority of the employee’s category of respondents agreed and the majority of the core process owners’ category of respondents was also agreed on the same issue. Hence, there was no significant difference in the response of employees and leaders categories.

Generally, this survey result shows, despite the problem of conducting training need assessment the practice and implementation of setting training objectives and instructions was good. This was confirmed by the an author Chris (2013), who argued, any training program should have its own objectives to achieve at the end of the training program, which answers what employees would achieve and gain after undergoing the training program and the benefits of a training program refer to the objectives. Before an organization embarks any training program, it is assumed that there are handicaps. If the handicaps overcome after undergoing the training program, it means that objectives have been achieved.

#### **4.3.5. Competence of trainers**

Concerning the competency and functional attributes of trainers, respondents, were asked to reflect their observation on the competence of trainers during their training program. Accordingly, their response is presented in the table above. As depicted in the above table, out of 165 respondents encompassing the employees category, the lion share 71(43.1%) both strongly agreed and agreed that there are professional trainers in the organization who can transfer and demonstrate the training appropriately. Contrary to this, a total of 46 (27.9%) were disagreed and strongly disagreed. While 48 (29.1%) were indifferent. With the view of gathering further information, the researcher did an interview with the same issue of analysis, and almost all of the interviewed officials confirmed that there were a competent trainer within the organization and outside the organization who were given training for the employees and managers of the organization

upon the request of the concerned bodies. Generally speaking, trainers who deliver the required training in the sectors were good enough to transfer the necessary skills and knowledge.

#### **4.3.6. Selection of trainees**

The availability of well defined and fair selection criteria minimize potential grievances and conflict and it also helps to provide the right training for the right person. Therefore, the selection remains a key component to ensure the effectiveness and sustainability of the training and development programs. With regard to this, respondents were asked to reflect their opinions. Their response is summarized and presented below.

The above table indicates that, the majority of the respondent's from employee's side encompassing 44 (26.6%) were both disagreed and strongly disagreed with the statement of 'there were clear, well defined and fair trainees selection criteria's in the sectors. On the contrary, 44 (26.6%) confirmed that there was an existence of fair and well defined trainee selection. Moreover 100 (40.64%) were indifferent with the statement. From the table above from the majority of the employees and core process owners category of respondents were with disagree and neutral level of agreements. Whereas, the greater part of managers category of respondents were replied positively and confirmed that, there were fair and well defined criteria for selection of trainees. Besides the researcher has made an interview with the officials of the civil service sector, and the interview result did show that, there was no well defined criteria's. The selection was done by their immediate supervisors, but not with well defined and formal selection criteria. From the above analysis and discussion, it is possible to understand that, in spite of the core process owners' category of respondents in which the majority of them agreed to the existence of the selection criteria the employees and managers confirmed as there was a problem of selection criteria. Therefore, we can say that the sectors did lack well defined and fair trainee's selection criteria's. In relation to its fairness the employees stated that, the selection method was not fair, because sometimes training was not given to the appropriate person and most of the trainings were focused on technical parts and only in some departments. Moreover, managers and core process owners were required to reply the basis of trainee's selection those sectors or their department used.

As illustrated in the above table out of 63 embodying the core process owner's category, the majority 44 (69.8%) were strongly agreed and agreed with the statement "the base for selection of trainees were the result of performance evaluation". Besides, 8 (44.5%) of the managers respondent category were replied disagreed. We can also observe from the above table that, total of 57 (34.55%) of the employee category of the respondents stated as agreed and strongly agreed with the use of performance result as a base for training selection. However, from 165 consisting employee's category constituting 57 (53.5%) were neutral with the same issue of analysis.

Item number 4.2 of the same table is also clearly shown that, from the managers respondent category, those participants constituting 3(16.66%) of the respondents were indifferent with the base for selection of trainees were seniority based. Similarly, the employees, respondent category, out of 165 the majority 76 (46.1%) were also indifferent. Yet, from the managers respondents 6 (33.3) were agreed and 9(50%) of each were strongly disagreed and disagreed. Despite, out of the employee respondents 37 (22.4%) and 52(31.5%) were agreed and disagreed respectively. The other group from core process owners side 31(49.2%) and 4(6.3%) respectively, were strongly agreed and strongly disagreed with the base for trainee selection were seniority. Here it can be noted that, managers and employees are not clear about the mechanism that the organization used and sectors has not clearly articulated the criteria for employee selection for training. This practice is on the contrary of Joshi, M., (2013), who argued, in the selection of trainee care should be taken so as to avoid the waste of time and cost, and to ensure that trainees have a necessary background, experience, intellectual and physical capabilities and to ensure the right person is selected for the specific training.

#### **4.3.7. Feedback request**

With the need of the practice of feedback request after training, respondents were requested to reply their opinion. Hence, the results are presented as follows:

As shown in table 4.4 above relating to requesting feedback from trainees after training, the majority of the respondent from all participants representing 94(38.2%) were strongly agreed and agreed about management requisition of feedback from trainees after training.

In contrary 112(45.52%) were both disagreed and strongly disagreed. 40 (16.26%) replied as they are neutral.

As we can see from the same table above, majority of employee respondents replied negatively, and there was much difference in responding the same answer between the categories. We can understand from this survey result that, the management calls employees for feedback and after training. Hence, this may help to gather important information on correcting the negative sides of the training program. But, this does not guarantee and substitute for impact evaluation, which should be done while the trainees, goes back their actual work situation.

#### **4.3.8. Chance for Promotion after Training**

Promotion implies an advancement or upward movement in present job, leading to greater responsibilities, higher status and better salary. Promotion is a motivating factor for any employees and managers, because moves employee forward in hierarchy of concern organization added with additional responsibility, higher respect, honor, to increase in grade pay and allowances, etc. Owing to this, respondents were asked whether the training opportunities helped them to improve their chances for promotion.

As table 4.4 depicts, out of 246 participants the majority of the respondents, encompassed 126 (51.21%) were both strongly agreed and agreed with the statement the sectors training programs improve my chance for promotion and growth'. In contrary 76 (30.89%) were both strongly disagreed and disagreed with the same issue. The remaining 44(17.88%) were neutral. The above cross tabulation table also shows, the difference in response between the groups of respondents. From the employee category of respondent the majority 71 (43%) were both strongly disagreed and disagreed with the statement 'The zonal sectors training programs to improve the chance for promotion and growth'. The same table also shows that, out of 63 total number of core process owners category of respondents, the greater number 55 (87.3%) of the respondents stated that as they agreed and strongly agreed with the statement.

From the above, it is noted that there is a difference between the employees and managers respondents' category level of agreement with the same statement. So that, this shows as

the employees are dissatisfied with the promotional activities as a result of training. Whereas, the managers believe employee's chances for promotion is increased after training. This shows us, there was a problem with chance for promotion after training, which needs managers and higher officials' attention.

#### **4.3.9. Training condition and facilities**

Training condition and facilities include zonal sectors and relationships, extent of trainee's participation during training, accommodations and other physical facilities like, that setting arrangements and layouts of the training rooms as well as the location of the training sites are extremely crucial aspects of effective training. In view with this, respondents were also asked to rate their opinion in the training conditions that includes the materials and facility of the training that the organizations provided.

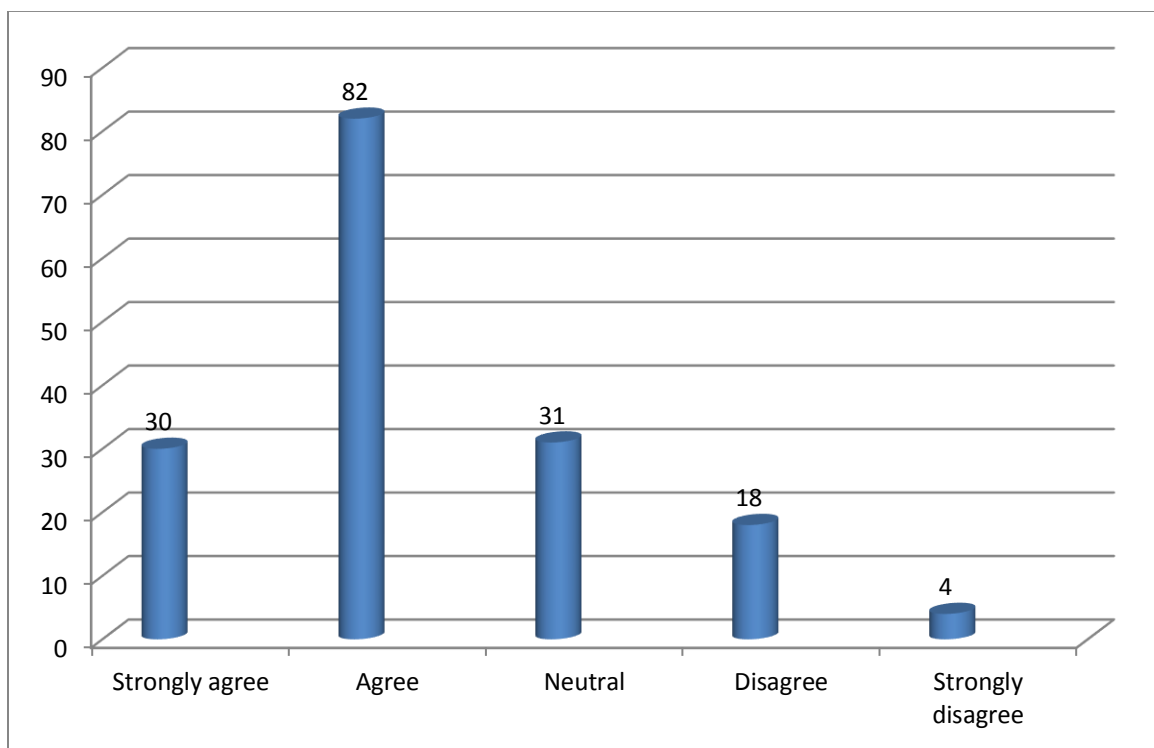
As illustrated in the above table, the employee's category of respondents the lion share, which is more than half 85(51.55%) were indifferent with the training condition and facilities. Whereas 60(36.3%) were agreed and strongly agreed to the existence of training condition and facilities. 20(12.1%) were strongly disagreed with the same issue. The above table also shows that, the difference in response between those categories. As we can observe, 51.5% of employee category of respondents were neutral while, 72.2% of the leaders' category of respondents reported as they agreed that, training area was conducive and there existed proper facilities. This shows there is significant difference between responses of those categories. Besides, the interview conducted with the officials did show that, the majority of them stated as there was a problem with especially with training facilities and training aids. From the above survey result, it is noted that, the employees who gained training were not fully satisfied with the training condition and facilities. Since, good training program condition and appropriate facilities are essential factors for the effectiveness of training programs, this may affect directly or indirectly to their performance after training. So, those zonal sectors still need improvement in the training conditions and facilities including materials and different instruments to increase employees work commitment and to create conducive environment.

#### 4.4. Methods of Training used in the Sectors

##### 4.4.1. Delivery and Implementation of training

The trainer and training concerned bodies are expected to make every possible effort to build a climate characterized by mutual respect, openness and convenient to trainees to get the necessary knowledge and skills. In light with this employees were asked to reveal their view on the convenience of the delivery method. Owing to this, the result is summarized and presented in the following figure.

**Figure 4.1 - Convenience of training delivery method**



*Source; own survey, January – April; 2016*

The above figure illustrates that, out of the majority of the respondents from employers representing 82(49%) were feels comfort and agreed that the sectors training delivery method is convenient. The rest of the employee respondents that representing 30(18.18%), 31(18.8%) and 18(10.9%) out of 165 were strongly agreed, neutral and disagreed respectively. While only 4(2.42%) strongly disagreed with the convenience of training method. This implies that despite of other variables the convenience of delivery of training was good.

#### 4.4.2. Methods or types of Training in Zonal sectors

Trainings in an organization can be divided into two broad types. They are on-the-job trainings and off-the-job trainings. In line with this employee staffs and leaders category of respondents were asked about the more applied training method. Hence, the results are presented in the table below.

**Table 4.5- The type of training method usually applied**

Category of Respondents		Respondents view			Total
		On-the-job	Off-the-job	Both methods	
Managers	Frequency	4	9	5	18
	%	22.2%	50%	27.7%	100%
Core process owners	Frequency	4	43	16	63
	%	6.34%	68.2%	25.39%	100%
Employee	Frequency	9	125	31	165
	%	5.45%	75.75%	18.78%	100%
Total	Frequency	17	177	52	246
	%	6.91%	71.95%	21.13%	100%

*Source; own survey, January – April; 2016*

As indicated in table 4.5 from 63 total respondents of core process owners categories, 43 (68.25%), replied the more applied training method was off-the-job training. About 4 (6.34%) of them indicated on-the-job training was more applied training method. And, only 16(25.39%) responded as they were used both on-the-job and off-the-job methods of training. Of the 177 total respondents who responded off-the-job training method was most applied, 9(50%) were managers while, 43(68.25)% were, core process owners category of respondents and also 125(75.7%) employee respondents replied off the job training. Hence, there is no much difference in their response. This implies, the greater majority confirmed that, off-the-job training was the major training method of the sectors.

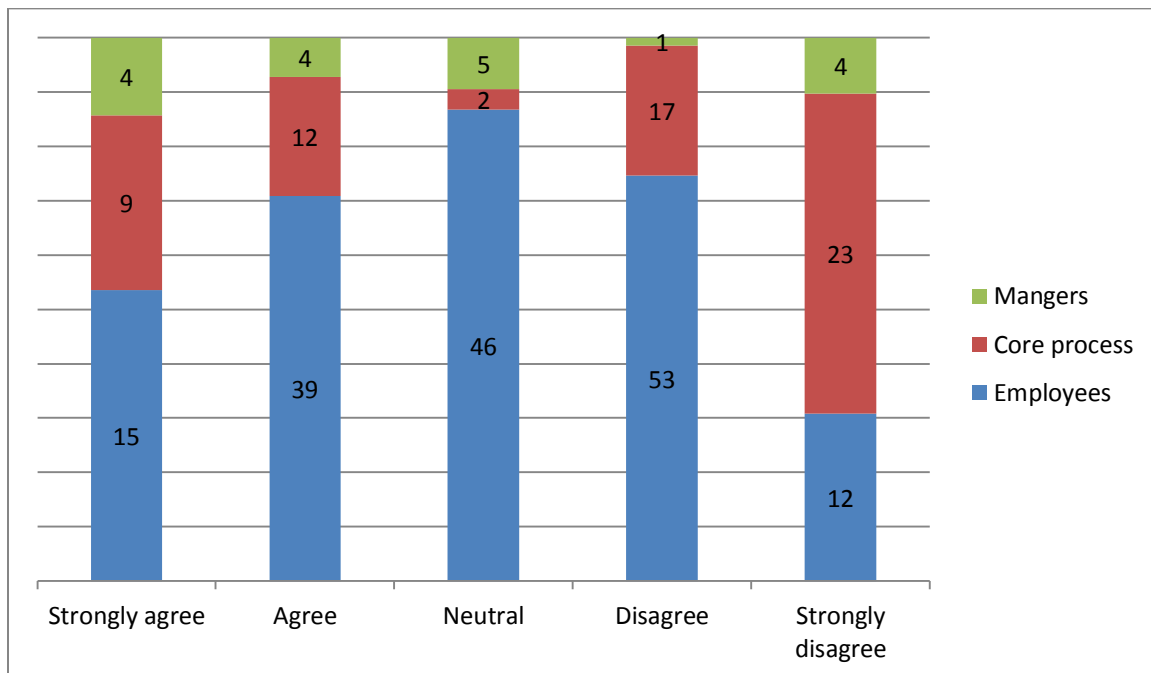
This precisely contrasts with the idea of Bowin & Harvey (2000) as they strongly argued on-the-job training method is the most powerful method by providing trainees an opportunity to practice and apply what is learned immediately to their actual because it minimizes the problem of transfer of training. Therefore, off-the-job training should be

backed by on the job training so as to enhance the performance of employees. The interview conducted, with the officials did also show that, the main method of training was given training given away from his/her actual job. As to the interviewed officials, off-the - job method was applied by the organizations primarily because of the fact that many trainees can be trained at a time. In addition to these points, off-the-job method targeted to enable trainees to be free from workplace stress and the training given by professionals were mentioned as the possible reasons next to the above mentioned factors. Moreover, core process owners who responded ‘more applied training method was off-the-job training.

#### 4.4.3. Transferability of training

A major component of effective training is the ability of trainees to apply the knowledge, skills, and abilities obtained in training for their actual work in relation to their organizational context. In view with this employee’s who took training were asked to reflect their view whether the training gained was easily transferable and relevant to the actual work situation. Hence, the next figure summarizes and presents their view.

**Figure 4.2 Transferability of training**



*Source; own survey, January – April; 2016*



As the above figure 4.2 illustrates the majority 65(39.4%) of employee respondents disagreed and strongly disagreed with the statement “the training programs were easily transferable”. On the other hand a total of 54(32.7%) was agreed and strongly agreed with the same issue and 46 (27.9%) were indifferent. From this one can recognize that, the training contents provided were not in such a way that can easily transfer to the actual work situation. As it was stated by Armstrong (2006) for any training program to be relevant, it must satisfy identified and appropriate needs. But, it is not proper for organizations to embark on any training program which is not relevant to it and its organizations actual work and to its employees. This may hinder the overall objective of the training program. As a result the organizations may not give required service for the public.

#### 4.5. Effect of Training on Employee Performance

In this section of analysis the researcher focused on training and the performance of employees. To this end, different performance variables (includes efficiency, effectiveness, commitment and self-supervision) after training programs are used and primary and secondary data were gathered.

**Table 4.6. Contribution of training on employee performance**

No	Item	Respondents	Level of Agreement							
			Agree		Neutral		Disagree		Total	
			Fr	%	Fr	%	Fr	%	Fr	%
1	Contribution of training	Managers	15	83.3	3	16.6	0	0	18	100
		Core p/owners	55	87.2	8	12.6	0	0	63	100
		Employee	148	89.6	6	3.6	11	3.6	165	100
2	Effects of training on Commitment and self reliance	Managers	15	83.3	2	11.1	1	5.55	18	100
		Core p/owners	13	20.6	17	27	33	0	63	100
		Employee	76	46.1	48	29.1	41	24.8	165	100
3	Performance improvement with respect to frequency of training	Managers	13	72.1	3	16.6	2	11.1	18	100
		Core p/owners	55	87.2	5	7.93	3	4.76	63	100
		Employee	127	76.9	16	9.69	22	13.1	165	100

*Source: own survey, March-April 2016*

#### **4.5.1. Employee efficiency and effectiveness**

Efficiency in the workplace implies the time and cost it takes to do something. Training can help employees to do their job in an effective way. Efficient employees complete tasks in the least amount of time possible with the least amount of resources possible by utilizing certain time and cost saving strategies, as a result they can improve their performance. On the other hand, effectiveness is the level of results from the efforts made by individual employees. Employees who demonstrate effectiveness in the workplace help produce results obtained to the one programmed to achieve. The effectiveness of employees, therefore, has an enormous impact on their overall performance and quality of service provided, which often dictates an organization's reputation and customer satisfaction. With regard to this the researcher has asked the respondents, whether the training provided by the organization helped them to perform their work quickly, efficiently and its contribution for effectiveness.

The above table clearly demonstrates that, out of 165 total respondents of employees 148(89.6%) agrees with the statement that, the training have helped them to perform their job quickly and efficiently. While 6(3.63%) were neutral with the idea and 11(3.6%) disagreed with the statement. From this one can infer that the majority employees reply that as they agreed the training received has helped them to improve their effectiveness on their job. Similarly the above table illustrates, from those core process owners side 55(87.2%) were replied as they agreed. The remaining 8 (12.6%) responded as they are neutral. From the above, we can conclude that, the training given has, to the extent contributed to improved efficiency and effectiveness of employees. The improvement of employee performance is mostly directly related to performance. Hence, the aggregate individual employee performance can directly be observed in the organization's effectiveness and efficiency.

#### **4.5.2. Effects of training on Commitment and self reliance**

Both from employees and manager categories of respondents with their opinions towards the enhancement of commitment to work after training replied that, among the total of 246 respondents of both categories, the majority 104(42.2%) was replied both strongly agreed and agreed with the statement 'because of the best training practices of the

sectors, committed was improved'. 67 (27.2%) stated indifferent to the same issue. Whereas, 75(30.4%) were both disagreed and strongly disagreed.

Above all, this survey result shows the fact that even that there is some problem of commitment to employees as a result of training respondents agreed up on the training contribution towards commitment and self reliance. This tells as the sectors should look another alternative to improve the employees' commitment and as a result to enhance their performance. Besides, the researcher conducted an interview with the officials. The results show, almost all the interviewed officials confirmed the training programs improved the performance of employees. Furthermore, the researcher has compared the employee category of respondents who replied in the second part of the questionnaire as 'they undertook training only once and those who undertook training several times' on the second part of the questionnaire, and the difference of their responses in the statement of 'the sectors training programs helped me to improve my performance'. Accordingly, their response is summarized and presented below.

#### **4.6. Level of Employee Performance**

##### **4.6.1. Performance improvement with respect to frequency of training**

As the above table 4.6 clearly shows from the total of 165 employee respondents who have participated in training several times the majority 127(76.9%), of them affirmed that the training and the program helped to improve their performance. While 16(9.6%) were neutral with the statement. In addition to that those core process owners and managers who encompass 68(83.9%) were replied that training helps to improve the performance of employees.

From the above analysis, we can note that, both the category indicated as they agree with the statement. From this we can infer that, employee's feels that, training of employees helps to improve their knowledge and skill as a result, it has an impact on their performance. In addition, employees were asked whether how training affect them in specializing in their job and on building moral obligation to respond to the clients of the sectors. Owing to this, their response is summarized in the table below.

**Table 4.7: Enhancement of moral obligation after training**

Enhancement of moral obligation after training			
	Frequency	Percent	Valid Percent
Strongly Agree	32	19.4	19.4
Agree	69	41.8	41.8
Neutral	47	28.5	28.5
Disagree	17	10.3	10.3
Total	165	100.0	100.0

*Source: own survey, March-April 2016*

Table above, has shown with regard enhancement of moral obligation to respond to the interest of the public after training, it was discovered that, majority of respondents that representing 69 (41.8%) were agreed with the statement. The second greater number 47 (28.5), of respondents was indifferent and 32 (19.4%) strongly agreed on the issue. While 17(10.3%) disagreed. From this response it is concluded that, employees are feeling more responsibilities and obligation in order to the customers of the sectors as a result of training.

#### **4.6.2. Correlation and regression analysis of the effect of training on employees' performance**

The effect evaluation assesses the degree to which an organization is successful in achieving its goals/objectives. Or it is doing the right things that can be attributed to particular intervention training in our case. This can be done by measuring the extent to which trainees have applied what they have learnt from the training on their actual job. The truth is that every training program should have an effect not only on the employees who went for the training, but the department or the unit where the trainees come. Therefore, training program should be evaluated starting from the effects of the training on the employees who participated in the training program to the department or unit they work with and the ultimate effect on the organizations. Here, the researcher wants to know whether the zonal sectors or the departments within the each sector have an experience of conducting impact evaluation. Thus, their response is summarized as follows.

**Table 4.8. Effect of training assessment practice**

		Frequency	Percent	Cumulative Percent
Valid	Yes	16	6.9	6.9
	No	24	48.3	55.2
	Partially yes	23	44.8	100.0
	Total	63	100.0	

The above table clearly shows that, among the 63 total core process owners the lion share 24(48.3%) was stated there was no practice of evaluation performed by human resource department of those sectors. The second greater number 23(44.8%) reported as they partially conduct an impact evaluation. The remaining 16(6.9%), stated that as they conduct an impact evaluation after training.

From this survey result, it is noted that, the sectors lacks to conduct an impact evaluation after training. In addition to this, the training manager and the civil service manager were also asked to explain the practice and the mechanism they measure its effect on worker performance. Information obtained through interviews reveals that, the sectors has not adopted sound methods to evaluate the effectiveness of their training programs.

Besides, the respondents who responded to the above question as ‘there was no impact evaluation practice’, was further asked to indicate their opinion on the reasons why impact evaluation was not conducted. As a result, their view result is presented as follows

**Table 4.9: possible reasons for not conducting impact evaluation**

<b>N<sub>o</sub></b>	<b>Possible reasons</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less attention was given by management	24	46
2	It is time consuming	15	21
3	Financial	16	23
4	Absence of qualified experts	-	-
5	Low awareness of its importance	8	11
6	Other	-	-

*Source; own survey, January – April; 2016*

From the above table all the respondents confirmed that lack of attention given by managers of being the first reason for not conducting impact assessment, 15(21%) of the respondents also believe that conducting impact assessment is time consuming and priority is given for another job. 16(23%) reported as there was lack of finance to conduct it. Only 8 (11%) of the respondents stated the reason for not conducting is low awareness of its importance of the concerned bodies.

Furthermore, in the interview session with the officials of the civil service, they responded that the training evaluation system was mainly focused on trainee's reaction on the training provision or immediately after training is completed. Whereas, impact assessment had never been carried out by the training center or the human resource department since, training are only done upon the request of different departments with the sectors and there have no formal way of assessment.

### Correlation Analysis

To measure the correlation between the independent variable (training) and the dependent variables (employee efficiency, effectiveness, and employee commitment and self supervision), the researcher used Spearman's correlation, since it is more suitable for ordinal scale and measure of association between dependent and independent variables.

<b>Table 4.10 Correlation analysis of training with employee performance</b>						
		Training	Efficiency	Effectiveness	Commitment	Self supervision
Training	Correlation Coefficient	1.000	.722**	.751**	.641**	0.446**
	Sig. (2-tailed)	.	.000	.000	0.000	.000
	N	165	165	165	165	165
Efficiency	Correlation Coefficient	.722**	1.000	.680**	.577**	.907**
	Sig. (2-tailed)	.000	.	.000	.000	.000
	N	165	165	165	165	165
Effectiveness	Correlation Coefficient	.751**	.680**	1.000	.577**	.718**
	Sig. (2-tailed)	.000	.000	.	.000	.000
	N	165	165	165	165	165
Commitment	Correlation Coefficient	.641**	.577**	.577**	1.000	.0.661**
	Sig. (2-tailed)	.000	.000	.000	.	.000
	N	165	165	165	165	165
Self-supervision	Correlation Coefficient	.446**	.907**	.718**	.661**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.
	N	165	165	165	165	165
**. Correlation is significant at the 0.01 level (2-tailed).						

Source; own survey, January – April; 2016

Table 4.10 above clearly depicted the correlation matrix between the independent variable (training) and the dependent variables (employee efficiency, employee effectiveness, employee commitment and employee self supervision). The analysis shows that, training is positively and strongly correlated ( $p(rho) = 0.722, p < 0.01$ ) with employees work efficiency. Similarly, it noted that, training is positively and strongly correlated with employee work effectiveness ( $p(rho) = 0.751, p < 0.01$ ). On the other hand, employee commitment is positive and moderately correlated with training ( $p(rho) = 0.641, p < 0.01$ ). Finally, we can observe that training is positively and moderately correlated with employee self-reliance or self supervision, ( $p(rho) = 0.446, p < 0.01$ ).

Here, we can infer that, the most significantly correlated and strong relationship with training of all the variables of employee performance is employee work effectiveness ( $p(rho) = 0.751, p < 0.01$ ). And the least correlated from the performance variables is found to be self-supervision of employees after training, ( $p(rho) = 0.446, p < 0.01$ ).

In general, it is possible to understand that, the correlation analysis result clarified that, all relationships between the dependent and independent variables are positive and significantly correlated. Hence, we can conclude that training and employee performance are positively correlated.

### Regression Analysis

Regression analysis is used to measure the association between two quantitative variables. Here the researcher used linear regression model to analysis the association between independent (training) and dependent (employee performance) variables. Accordingly the result is shown in the following table.

**Table 4.11 Regression Analysis of training with employee performance**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Standard coefficient	Sig
					Beta value	
1	.64 <sup>a</sup>	.491	.491	.04	.681	.000
a. Constant (predictor): Training of employees						
b. Dependent Variable: Employee performance						

*Source; own survey, January – April; 2016*

As it is shown in table 4.11 above, the value of R is 0.64 which is a measure of the correlation between training with employee performance. Whereas R Square ( $R^2$ ) is the square of this measure of correlation and indicates the proportion of the variance of employee performance with the existence of training. Therefore, R Square (0.491) implies that that 49.1% of the employee's performance is explained by training and the remaining are explained by other variables, in essence, this is a measure of how good a prediction of the dependent variable we can make by knowing independent variables.

Moreover, the beta value is a measure of how strongly predictor variable influences the criterion variable. Hence, the beta value of this study as indicated in table 4.10 above is 0.681. This implies a change of one standard deviation in the predictor variable (i.e. training) resulted in a change of 68.1 standard deviations in the criterion variable (i.e. employee performance). Thus, it is noted that, there is a higher effect of training on employee performance.



## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

The purpose of the study was to assess the effect of training on employee performance in South Gondar zone civil service sectors. Based on the analyzed data and interpretation in the previous chapter of this study, the following conclusions and recommendations are made.

#### 5.1 Conclusions

The study was sought to investigate the effects of training on employee performance. Training is a key element of improved employee's job performance and organizational competence. It helps to reconcile the gap between what should happen and what is happening between desired target or standards and actual levels of work performance.

- ✓ Concerning to the training practice of the sectors is not in such a way that is properly planned and systematic. Employees participation in different training activities of the sectors most employees were participated more than twice and all the respondents have participated in at least one time in training activities of the organization. In addition to that out the total respondents of the employee categories the greater numbers of the respondents affirmed that, they agreed with the statement that, 'the training programs that they were attending was with a clear instructions and training objectives' with professional trainers in the organization who can transfer and demonstrate the training appropriately.
- ✓ Also training need assessment, which is the foundation for all training processes, was not exercised in accordance with the training theories and principles. This show the training was lacking responsiveness to the specific demand of the organization for competent employees. It is also conclude that, the training trainee selection criteria are not in a way that can benefit employees equally. Hence, this lacks fairness. In this case, employees may develop a negative perception towards the sectors, and may also lead to ineffectiveness and inefficiencies of employees' job and become a stumbling block for the organization goal achievement and directly the public service can be negatively affected.

- ✓ Regarding the methods of training, the sectors training method major implemented method was off-the-job-training method, in which on the job training was totally ignored. Different literatures, as indicated in literature part of this research, stated that off-the job training should be backed with on the job training and if both training methods are used it leads to the effectiveness of training. The results also revealed that some employees were sponsored for further training and education to acquire new skills, knowledge and abilities through formal education programs. But, the training and education programs were limited to some political issues, this may lead to ignore other technical departments and may create dissatisfaction of employees as a result it can negatively affect their performance. In the other hand, there was a chance for promotion after training however, the training methods and limited access of training negatively affects the employee performance.
- ✓ In addition to that those managers and employees feels comfort and agreed that the organization training delivery method is convenient. More over relating to requesting feedback from trainees after training, the majority of managers resenting large number of the respondents were agreed about management requisition of feedback from trainees after training. The research result signifies that, trainers who deliver the required training and the delivery method of the sectors were somewhat good to transfer the necessary skills and knowledge.
- ✓ Concerning to employees' performance level those employees commitment because of training practice among the respondents of employee categories, the majority was agreed with the statement 'because of the best training practices, the employee performance and commitment was improved'. And a small portion of employees and core process owners were respond that there is no best training and stated indifferent to the same issue. Similarly, it was found that, the employees who undertook training programs for several times have improved their performance more than, those employees who participated only once. Besides, the survey result and the interview conducted with officials did show that, the training delivered for employees of the organization helped them to receive the necessary knowledge and skills and enhances their performance.
- ✓ The Spearman correlation analysis between training and employee performance

demonstrated that, all relationships between the dependent (efficiency, effectiveness, commitment and self-supervision and independent variables (training) are positive and significantly correlated. The most significantly correlated and strong relationship with training of all the variables on employee performance was found employee work effectiveness ( $p(rho) = 0.751, p < 0.01$ ). And the least correlated from the performance variables was found to be self-supervision of employees after training, ( $p(rho) = 0.446, p < 0.01$ ).

- ✓ The linear regression model revealed that, 49.1% of the employee's performance is explained by training a change of one standard deviation in the predictor variable (i.e. training ) resulted in a change of 68.1 standard deviations in the criterion variable (i.e. employee performance). Thus, it is noted that, there is a higher effect of training on employee performance.
- ✓ Finally, concluding the whole research conducted the effect of training programs are positively affects employee's performance and can be highly effective programs which should be planned, systematic and implemented by public organization to run a cycle of increasing skills in employees to increase performance and this further result as organization productivity and growth. Therefore, the sectors can become responsible for the demand of the public.

## 5.2 Recommendations

On the basis of the research findings and conclusion, in order to reap the full benefits of a training initiative, the zonal sectors should ensure that the following factors are instituted at the workplace to improve the performance of the organization as well as employees.

- ➔ The training activities should be systematic. In a sense that, those zonal sectors should make sure that, training objectives, design, delivery and pre, during and post training evaluation as a continuous and consistent process for organizational development and survival. Hence, the management bodies of the south Gondar zone have to carry out training need assessment in order to save cost, time as well as for effective accomplishment of effective and efficient service delivery.
- ➔ The sectors should improve and develop its employees through, Education support, especially for higher studies. Large organizations training needs high level

professionals in diversified professions and specialists to satisfy and retain talented employees so that Zone sectors management should preserve a reward mechanisms and different incentives.

- For effective accomplishment of training goals, Civil service human resource officials' attention should be given for on the job training, which can be given by different techniques, like coaching, job rotation, project assignment, committee assignment etc. which can be given easily and without departing from their actual work. Hence, off-the-job training should be supported by on-the-job training.
- Training programs should make things happen and bring about changes in the employees actual work that would enhance organization's effectiveness. To enhance transferability of training, first the human resource department officials of the civil service it has to conduct training need assessment, to know the actual gap, and craft the modules and curriculums that can solve the real problems.
- The other recommendation is the trainee's selection criteria's have to be established and be fair for all employees. The human resource department employee selection criteria must be fair to all based on the given criteria.
- It is crucial to evaluate the training program in order to assess its effectiveness. In essence, it is the comparison of objectives with outcomes and to answer the question of how far the training has achieved its purpose. The setting of objectives and the establishment of methods of measuring results are, or should be, an essential part of the planning stage of any training program. So that the civil service sector planning and monitoring team enhance such activates.

Overall, to provide effective training and to improve employee performance public organization especially the area under research, should conduct need assessment, make the processes and practices systematic, establish faire trainees selection criteria, make the contents stick to the actual work situation, develop clear performance and impact measurement system before and after training, create awareness and make known properly the training policy and other related issues.

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## **Appendix I**

**University of Gondar**

**Faculty of Business and Economics**

**Department of Management**

### **Questionnaire Completed By Employees**

**Dear Respondents,**

I am Business Administration postgraduate student in the University of Gondar. I would like to express my sincere appreciation for your generous time and honest and prompt responses. This questionnaire is prepared with an intention to collect data about the 'Effects of training on performance of employees: The case South Gondar Zone Civil service sectors'. Thus, the information you are going to provide will be used only for the academic purpose and confidential. Therefore, I kindly request you give your genuine and useful response.

#### **Instruction:**

Please put tick mark “√” in the box provided to each questions.

- \* Please “√” your response to the following questions:
- \* There is no need of writing your name.
- \* It is to the advantage of the research if you respond to all open-ended questions by writing your comments, suggestions, and ideas on the spaces provided

#### **Part I: Demographic information**

1. Sex      A. male      ☐      B. female ☐
2. Age in Years  
A. 18-29    ☐    B. 30-39    ☐    C. 40-49    ☐    D. 50-60    ☐    E. 60+ ☐
3. Educational Level  
A) High School or below    ☐    B) Certificate    ☐      C) College Diploma    ☐  
D) First Degree    ☐    E) Master's Degree    ☐      F) PhD    ☐
4. your work experience in years  
A) 1-5 years    ☐    B) 6-10 years    ☐    C) 1-15years    ☐    D) 16-20 years ☐  
E) 20+years ☐

## Part II. Information related to Training

1. How many times have you participated in any form of training since you joined the organization?

A) Only once ☐

B) Twice ☐

B) Several times ☐

D) Never ☐

2. Please specify below in what kind of training you have participated?

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3. Listed below are statements about the practices and processes of employees training, relevance and condition of training in Zonal the sectors. Please indicate your level of agreement with the statements.

No	Questions or descriptions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	My organization conduct Training Need Assessment in a reasonable interval of time					
2	The training programs that I have attended were with a clear instructions and training objectives					
3	Trainers who deliver the required training were competent enough					
4	The organization have clear, well-defined trainees' and fair selection criteria					
5	The basis for the selection of trainees is the result of Performance evaluation of an employee.					
6	The basis for selection of trainees is based on seniority					
7	The delivery method is convenient to get the necessary knowledge and skills					
8	The management requests					



	feedback from trainees before and after training.					
9	The organization development programs improves my chance for promotion and growth					
10	The contents and objectives of the training are relevant and easily transferable to the actual work situation					
11	The training materials and teaching aids are appropriate to the level of trainees' (your) understanding					
12	In my opinion, training at my Organization is planned and systematic					

4. Was the training policy document of the sectors accessible to you?

A). Yes ☐

B) No ☐

C) Unaware of its existence ☐

### Part III- Information related to employees performance

5. Listed below are statements dealing with various aspects of employee performance, please indicate to what extent you agree or disagree to each statement.

No	Questions or descriptions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The training programs helped me to improve my performance- <i>to the last</i>					
2	The training provided by the organization helped me to perform my work quickly and efficiently					
3	I feel that training enable me to perform my work with greater accuracy and precision					
4	Because of the good training practices of the organization, I feel committed for my work and for the organization					
5	I feel I am better-off to rely on myself for a solution when things are looking difficult in my work because of the knowledge and skill that I learned from the training					
6	Because of good training practice of organization I am so specialized and I feel I have a moral obligation to respond to the needs of the society.					

## **Appendix II**

**University of Gondar**  
**Faculty of Business and Economics**  
**Department of Management**

**An Interview guide Questions prepared for Officials of Human Resource Staffs**

I am Eyasu Asres, who is undertaking the Business Administration Master's Program in Gondar University, and in order to fulfill my Master's Degree, I am conducting a study entitled 'Effects of training on employee's performance : The case of South Gondar Zone civil Service sectors'. The purpose of this interview is to gather data regarding to training on employee performance issues. I kindly, request you to feel free for giving your opinions for the following questions.

*Thank you in advance for your collaboration!!*

*Eyasu Asres*  
*(Graduate student)*

**Interview guide questions**

1. Does your organization have active programs to upgrade employees' knowledge and skills and attitudes consistently?
2. What methods of training are used? And why?
3. What is the mechanism of selecting trainees? And to what extent they are fair?
4. Do you think that the training provided for employees are systematic? Why? In terms of ;
  - A). Training need assessment and how it is determined
  - B). Contents and objectives of training
  - C). Delivery of training
  - D). Evaluation of the training
5. Does the organization have a training policies and procedures in place? If yes could you briefly describe?
6. Do have continuous management development programs? And to what extent they are relevant?
7. Did your organization conduct employee performance evaluation? If yes how? And if no, what were the major challenges not to conduct?
8. Does training have an effect on worker performance? How do you ensure is effect on employees performance.

### Appendix - III

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## **Appendix - IV**

### **Data coding sheets of Employees Questionnaires**

SEX	Sex of respondents
AGE	Age of respondents
Edu.level	Educational level of respondents
Work experience	Respondents getting service in Years
Tra.partici	Employee participation in Training since they joined the org.
Tra.need.ass	The corporation conducts Training need assessment
Tra.objective	The training program attended were with clear objectives
Commit.trainers	Competence of trainers who deliver the training
Clear.selection.criteria	Having clear and well defined trainees selection criteria
Performa.criteria	Performance appraisal as selection criteria
Seniority.criteria	Seniority as selection criteria
Conveni.delivery	Convenience of the delivery method
Feedback.reques	Feedback request of managers from trainees
Promo.after.tra	Promotion of employees after training
Transfer.of.tra	Easily transferability of training contents to the actual work
Appro.of.tra.mat	Appropriateness of training materials and training condition
Priority.of.tra	Priority of giving of appropriate training
Tra.method	More applied training method
Access.of.tra	Accessibility of training policy
Tra.dev.for.perf	Training help to improve performance

Contri.of.tra.work	Contribution of training to work quickly and efficiently
Better.after.tra	Contribution of training for greater effectiveness
Comm.after.tra	Feeling of commitment after training
Better.after.tra	Better off to rely on him/herself after training
Improve.moral	Improve moral obligation after training public